

**Grade 5 English curriculum implementation: Teachers' perspectives
on instructional practices, resources, and challenges**

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ABSTRACT

English remains a component of elementary education, requiring teachers to translate curriculum competencies into classroom instruction. However, evidence is limited on how Grade 5 English competencies are realized and the conditions supporting or constraining implementation in Tumauni North District. This study examined English 5 education from the perspectives of 18 Grade 5 English teachers in 16 public elementary schools. Using a descriptive-survey method, data were gathered through a questionnaire and interviews and analyzed using frequency, percentage, ranking, weighted mean, and chi-square. The findings showed that the Most Essential Learning Competencies were realized, with a weighted mean of 4.05. Teaching methods were effective (4.17), while techniques, strategies, and approaches were very effective (4.25–4.29). Instructional materials were adequate (3.42), whereas assessment and school support were very effective. Setbacks were moderately difficult (2.67), but activities addressing them were very effective (4.34). The study recommends stronger resources, professional development, and institutional support while sustaining learner-centered practices.

Keywords: English 5 education, curriculum implementation, elementary English teachers, teaching strategies, instructional support.

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INTRODUCTION

English continues to occupy an important position in education and international communication. Its widespread use has made it a major language for accessing information, participating in academic discourse, and communicating across national and cultural boundaries. Crystal (2003) describes English as a global language whose influence extends beyond the countries where it is used as a first language. In education, this global role places considerable importance on the development of learners' competence in listening, speaking, reading, and writing.

The importance of English, however, does not mean that it should displace Philippine languages. Language learning takes place within multilingual communities, and learners bring linguistic resources from their homes and communities into the classroom. Lightbown and

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Spada (2013) emphasize that language learning is influenced by learners' prior linguistic knowledge, learning conditions, and opportunities to use the target language. In the Philippine setting, this consideration is particularly important because pupils encounter English alongside Filipino and their respective local languages.

Philippine basic education therefore treats English as both a subject of study and a means of developing communication and literacy. The K–12 English curriculum expects learners to communicate ideas effectively, understand different types of texts, develop vocabulary, apply appropriate grammatical structures, and use language for different purposes and audiences. The Grade 5 curriculum, in particular, includes competencies in oral language, listening comprehension, reading comprehension, vocabulary development, writing and composition, grammar, viewing comprehension, and oral reading fluency.

The realization of these competencies depends greatly on classroom instruction. A curriculum may identify what learners are expected to know and do, but its success ultimately depends on how teachers translate these expectations into classroom experiences. Richards and Rodgers (2014) explain that language teaching approaches differ in their assumptions about language, learning, classroom activities, teacher roles, learner roles, materials, and assessment. Thus, the effectiveness of English instruction cannot be judged solely by the presence of a curriculum. It must also be examined in terms of how the curriculum is interpreted and implemented by teachers.

According to Borg (2006), teachers' knowledge, beliefs, experiences, and perceptions influence their instructional decisions. Teachers do not simply apply prescribed methods mechanically. They interpret curriculum requirements and adapt them to the needs of their learners and the conditions of their classrooms. For this reason, examining teachers' perspectives can provide important information about how an English curriculum is actually realized at the classroom level.

The choice of teaching strategies is equally important. Language learning requires opportunities for meaningful interaction and purposeful use of language. Ellis (2003) explains that task-based activities can provide learners with opportunities to use language while performing meaningful tasks. Similarly, Richards and Rodgers (2014) note that communicative approaches emphasize the use of language for authentic communication rather than treating language learning as the memorization of isolated rules. These perspectives suggest that English instruction should provide pupils with opportunities to listen, speak, read, write, interact, and respond to language in meaningful contexts.

Recent Philippine research supports the need to examine actual classroom practices. Lomagdong and Cabrito (2025), for example, investigated the implementation of pedagogical strategies among elementary English teachers in Catarman IV District, Northern Samar. Their study examined lecture, cooperative learning, inquiry-based learning, and communication-focused approaches, showing the continuing importance of pedagogical choices in elementary English instruction.

The Philippine context also requires attention to multilingualism. Perfecto (2022) found that English teachers used bridging strategies such as translation, code-switching, metalinguistic comparison, and metalinguistic explanation to help multilingual learners move toward English. These practices demonstrate that effective English instruction may require teachers to draw strategically on learners' existing linguistic resources rather than treating languages as completely separate systems.

In the words of Reyes (2024), translanguaging can serve communicative and pedagogical purposes in multilingual elementary classrooms. His study of Grade 3 English classrooms in the Philippines found that teachers and learners used multiple languages to support discussion, assessment, and understanding. Such findings are relevant to the present study because English 5 instruction occurs within a multilingual Philippine environment.

Instructional materials constitute another important element of curriculum realization. Teachers need appropriate resources to translate competencies into concrete learning experiences. Materials may include textbooks, teacher-made resources, visual aids, digital resources, authentic texts, and other supplementary materials. Ulep and Ramos (2023), in their formative evaluation of the K–12 English program in Philippine public schools, identified learning facilities and resources as major concerns in program implementation. Their findings suggest that curriculum implementation may be constrained when teachers and learners do not have adequate instructional resources.

The importance of resources is also evident in the broader Philippine experience. Geonzon (2024), in a study of Department of Education language programs in public elementary schools in Samar, reported concerns involving inadequate training, limited monitoring and evaluation, overlapping programs, and insufficient instructional materials. These concerns indicate that curriculum implementation is not solely a classroom issue. It is influenced by the larger instructional environment in which teachers work.

Assessment is another central component of English instruction. It provides teachers with evidence of what pupils understand, what they can perform, and which areas require further instruction. Black and Wiliam (2009) argue that formative assessment becomes valuable when evidence of learning is used to modify teaching and improve subsequent learning. Assessment, therefore, should not be viewed merely as a means of assigning grades. It should also guide instructional decisions.

This principle is particularly relevant to English because language development occurs progressively. Teachers need to monitor pupils' comprehension, vocabulary, oral reading, written expression, grammar, and communication skills. Plotado (2024), for instance, reported that regular reading assessment and intervention through the Philippine Informal Reading Inventory (Phil-IRI) were associated with improvements in the oral reading competence of Grade 6 pupils in San Marcelino, Zambales. The findings reinforce the value of systematic assessment and intervention in addressing literacy difficulties.

Teacher competence is likewise a major consideration in the realization of the curriculum. Darling-Hammond (2000) found that teacher preparation and certification were among the strongest correlates of student achievement in reading and mathematics. This suggests that the quality of instruction is closely associated with the knowledge and preparation teachers bring to their work. In language education, this includes knowledge of language, pedagogy, learners, assessment, and appropriate instructional practices.

Professional development can strengthen these capacities. Darling-Hammond et al. (2017) reported that effective professional development can improve teachers' knowledge and teaching practices and can contribute to better student outcomes. Similarly, Thurlings and den Brok (2017) found that professional development activities can contribute to teacher knowledge, teacher skills, and student learning, although the quality and design of professional development matter. These findings make teachers' participation in English-related training an important consideration in examining the realization of English 5.

The role of school leadership must also be considered. Teachers do not implement curricula in isolation. School heads provide instructional direction, resources, supervision, feedback, and professional support. Robinson et al. (2008), based on a meta-analysis of studies on leadership and student outcomes, found that instructional leadership had a stronger relationship with student outcomes than transformational leadership. This suggests that leadership practices directly connected with teaching and learning deserve particular attention.

Philippine studies provide similar evidence. Salvanera and Tumalon (2024) found positive relationships between school leadership, educational management, and teachers'

efficacy in public elementary schools in Bohol. Their findings suggest that effective school management and leadership can strengthen teachers' confidence and instructional effectiveness. Detalla (2024) likewise reported a significant relationship between the instructional leadership capacity of school heads and teacher leadership among public elementary teachers in Davao del Norte.

Arombo (2023) further emphasized the importance of instructional competence and instructional leadership among public elementary school educators in Bohol. The study identified teaching strategies, classroom management, assessment, mentoring, professional learning, and instructional improvement as important dimensions of teachers' and school leaders' work. These findings support the view that the realization of English education is shaped not only by teachers' classroom practices but also by the professional environment provided by school leaders.

The challenges experienced by English teachers also deserve systematic examination. Baraguir (2024), in a study of elementary English teachers in Cotabato City, identified concerns involving learning loss, vocabulary comprehension, difficulty in teaching English, technology and connectivity limitations, and adjustments to changing learning environments. The teachers responded through flexible teaching methods, collaboration, innovative approaches, and continued professional learning. Such findings demonstrate that teachers often need to adapt their practices when instructional conditions do not fully correspond with curriculum expectations.

These studies point to an important issue. The existence of curriculum standards does not automatically guarantee their full realization. There may be differences between prescribed competencies and actual classroom practice. Resources may be inadequate. Teachers may require additional training. Assessment practices may vary. School-level support may also differ across settings. Ulep and Ramos (2023) similarly found that implementation concerns involving resources, teacher and learner readiness, strategies, and curriculum enhancement can influence the achievement of intended outcomes.

The present study responds to this need by examining the realization of English 5 education from the standpoint of teachers in Tumauni North District. It focuses on the teachers' profile, the extent to which the Most Essential Learning Competencies are realized, the methods, techniques, strategies, and approaches employed, the instructional materials used, the assessment tools applied, the administrative and supervisory support received, and the setbacks encountered in teaching English 5. It also examines the activities undertaken to address these setbacks.

The study is anchored on the view that effective English education requires alignment among curriculum expectations, teacher competence, pedagogy, instructional resources, assessment, school leadership, and responses to classroom challenges. Rather than treating these elements as isolated concerns, the study considers them as interconnected dimensions of curriculum implementation. The findings may therefore provide evidence that can assist teachers, school heads, and education supervisors in strengthening English 5 instruction in the district.

Statement of the problem

This study examined the realization of English 5 education from the standpoint of teachers in Tumauni North District.

Specifically, it sought to answer the following questions:

1. What is the profile of the teachers in terms of age, gender, civil status, highest educational attainment, present position, latest performance rating, length of teaching experience, and in service training attended related to English instruction?

2. What is the extent of realization of the Most Essential Learning Competencies (MELCs) in English 5 as identified in the applicable curriculum guide?
3. How is the teaching of English 5 described in terms of methods, techniques, strategies, and approaches, instructional materials, assessment tools, and administrative and supervisory support?
4. What setbacks are encountered in the teaching of English 5, and to what extent do these setbacks affect its implementation?
5. How effective are the activities initiated to address the setbacks encountered in the teaching of English 5?

METHODOLOGY

The study employed the descriptive-survey method to examine the realization of English 5 education from the standpoint of teachers in Tumauni North District. Good and Scates (1986) described descriptive research as a method used to present the characteristics and conditions of a particular group quantitatively. Similarly, Estolas (1973) explained that descriptive research focuses on existing conditions, practices, relationships, processes, and emerging trends. Borg et al. (2007) added that the primary purpose of descriptive research is to describe a phenomenon and its characteristics, making surveys appropriate for gathering information about existing conditions. Guba (1987) further noted that descriptive research is suitable when the concern is to determine “what is” rather than explain why a condition exists.

The study was conducted in the public elementary schools of Tumauni North District, Schools Division of Isabela. The schools included in the study are accessible through land transportation within the area.

The respondents were the Grade 5 English teachers assigned to the public elementary schools in Tumauni North District. A total of 18 teacher-respondents participated in the study. They represented 16 public elementary schools in the district, with three respondents coming from Tumauni North Central School and one respondent from each of the other participating schools.

The researcher used a structured questionnaire and an unstructured interview to gather the necessary data. The questionnaire was developed after an extensive review of literature and related studies. It consisted of eight parts. The first part gathered information about the personal circumstances of the respondents. The second focused on the extent of realization of the Most Essential Learning Competencies (MELCs) in English 5. The third examined the effects of the methods, techniques, approaches, and strategies used in teaching English 5. The fourth dealt with the adequacy and effectiveness of instructional materials. The fifth covered the assessment tools used to measure pupils’ performance. The sixth examined administrative and supervisory support provided by school heads. The seventh identified setbacks encountered by teachers, while the eighth focused on activities undertaken to address those setbacks.

The questionnaire underwent a try-out among Grade 5 teachers from public elementary schools in another district. All parts of the instrument, except the MELCs taken directly from the Curriculum Guide, were included in the pre-testing. The MELCs were excluded because they were based on the standard curriculum issued by the Department of Education. Comments and suggestions obtained during the try-out, together with recommendations from the graduate school dean and the research adviser, were incorporated into the final questionnaire before its reproduction and distribution.

An informal or unstructured interview was also conducted with Grade 5 teachers to obtain additional information relevant to the study. The interviews were intended to provide

supplementary evidence and to check the validity and reliability of information obtained through the questionnaire. Selected respondents were invited randomly for an online interview through Google Meet during the retrieval of the questionnaires.

Before the conduct of the study, the researcher secured permission from the Schools Division Superintendent of the Schools Division of Isabela. After approval was obtained, the researcher coordinated with the school heads of the participating schools. A link to the online questionnaire was sent to the school heads, who subsequently informed the Grade 5 English teachers about the study and the questionnaire. The respondents accessed the link, read the instructions, and completed the instrument.

To supplement the questionnaire responses, selected respondents were randomly invited to participate in an informal interview through Google Meet. The information gathered from the questionnaire and interviews was subsequently organized for statistical analysis and interpretation.

The data gathered from the questionnaire were tallied, tabulated, and statistically analyzed. The following statistical tools were used. First, Frequency, Percentage, and Ranking. These descriptive statistics were used to summarize the respondents' profiles in terms of age, gender, civil status, highest educational attainment, present position, latest performance rating, length of teaching experience, and participation in English-related in-service training. Next was the weighted mean. The weighted mean was used to analyze the responses concerning the extent of realization of the English 5 MELCs and the respondents' assessments of the methods, techniques, approaches, and strategies; instructional materials; assessment tools; administrative and supervisory support; setbacks; and activities undertaken to address the identified setbacks. The source document identifies weighted mean as the statistical treatment for the relevant research questions. Finally, the chi-square test was employed to test the hypothesis of the study. The level of significance was set at 0.05, which served as the basis for determining whether the null hypothesis would be accepted or rejected.

RESULTS AND DISCUSSION

Respondents' profile

The study involved 18 Grade 5 English teachers from the public elementary schools of Tumauni North District. Most of the respondents were in the 36–45 age range, with five teachers aged 36–40 and another five aged 41–45. Females comprised 66.67% of the respondents, while males accounted for 33.33%. In terms of civil status, 72.23% were married, 22.22% were single, and 5.55% were widowed. With respect to educational attainment, 61.11% held a bachelor's degree and 38.89% had completed a master's degree. None had a doctoral degree. Most respondents were Teacher III (72.22%), while the remainder were Teacher II, Master Teacher I, or Master Teacher II. Notably, 83.33% obtained an Outstanding rating in their latest performance evaluation, while 16.67% were rated Very Satisfactory.

The respondents also had varied teaching experience. The largest group, 33.33%, had six to ten years of service, followed by 22.22% with 11–15 years. All respondents had attended district- and division-level training, while fewer had participated in regional or national training. No respondent reported international training. Overall, the profile suggests a group of relatively experienced teachers with generally strong performance ratings. The predominance of Teacher III positions and the high proportion receiving Outstanding ratings indicate substantial classroom experience and professional competence. However, the limited participation in regional, national, and international training suggests that professional development opportunities may still be concentrated at the district and division levels.

Extent of realization of the English 5 MELCs

The Most Essential Learning Competencies (MELCs) were generally realized throughout the four quarters. The first quarter obtained the highest average weighted mean at 4.13, followed by the second quarter at 4.08, the third quarter at 4.05, and the fourth quarter at 3.94. The overall grand weighted mean was 4.05, interpreted as Realized.

The results indicate that teachers were able to address the prescribed Grade 5 English competencies across the school year. The slightly lower rating in the fourth quarter, however, deserves attention. It may indicate that some competencies toward the end of the curriculum were more demanding or required greater time and resources. In particular, writing a feature article received the lowest rating within the fourth quarter at 3.77, although it was still considered realized.

The findings therefore point to generally successful curriculum implementation, but not necessarily uniform realization across all competencies. The lower fourth-quarter result suggests an area where teachers may need additional time, instructional materials, or targeted support.

Methods, techniques, strategies, and approaches

The respondents generally viewed the methods used in teaching English 5 as effective. The overall weighted mean for teaching methods was 4.17, interpreted as Effective. Communicative Language Teaching received the highest rating at 4.35, followed by Task-Based Learning at 4.30. Technology-based learning and game-based learning also received high ratings. Lecture-based instruction was the only method rated moderately effective, with a weighted mean of 3.40.

This pattern suggests that teachers favor methods that encourage participation, communication, and active engagement. The comparatively lower rating for lecture-based instruction may indicate that teacher-centered approaches are perceived as less suitable for developing the communication skills expected in English 5.

Teaching techniques received an even stronger overall rating. The average weighted mean was 4.25, interpreted as Very Effective. Role-playing obtained the highest rating at 4.35, followed by language games at 4.33 and storytelling at 4.32. These techniques require pupils to participate actively and use language in meaningful situations.

Strategies were also rated very positively, with an overall weighted mean of 4.28. Differentiated instruction ranked highest at 4.37, followed by flexible seating at 4.35 and the use of visual aids at 4.33. All 12 strategies were rated Very Effective.

The approaches produced a similar result. The overall weighted mean was 4.29, interpreted as Very Effective. The Unified Approach obtained the highest rating at 4.37, followed by the Fuller approach at 4.35 and the 4 A's approach at 4.32. All ten approaches were rated Very Effective.

Taken together, these findings show a clear preference for active, varied, and learner-oriented instruction. The consistency across techniques, strategies, and approaches is particularly notable. Teachers appear to use more than one instructional route rather than relying on a single teaching method.

Adequacy and effectiveness of instructional materials

The adequacy of instructional materials was generally positive but uneven across types. Print materials obtained an average weighted mean of 3.67 and visual materials 3.60, both interpreted as Adequate. Electronic interactive materials received 3.33, while audio materials obtained 3.28 and audio-visual materials 3.19, both falling under Moderately Adequate. The overall grand weighted mean was 3.42, indicating that instructional materials were generally Adequate.

The results reveal an important distinction between availability and instructional usefulness. Teachers considered print and visual resources more adequate than technology-dependent materials. This may reflect differences in access to equipment and digital infrastructure. The relatively low rating for audio-visual resources suggests that some forms of technology-supported instruction may not be consistently available.

Despite these limitations, teachers considered the materials they used highly effective. The overall weighted mean for the effect of instructional materials was 4.28, interpreted as Very Effective. Print materials received the highest category rating at 4.31, followed by electronic interactive materials at 4.30 and visual materials at 4.29. Audio-visual materials, although the lowest among the categories, still obtained 4.23.

This is a significant finding. It suggests that teachers are able to maximize the instructional value of available materials even when some resources are not fully adequate. In other words, adequacy appears to be a greater concern than perceived usefulness.

Assessment of pupils' performance

The three assessment tools examined in the study—written works, performance tasks, and quarterly assessments—were all considered Very Effective. The overall weighted mean was 4.33. Quarterly assessment received the highest rating at 4.35, followed by performance tasks at 4.33 and written works at 4.30.

The results indicate that teachers value both conventional and performance-based forms of assessment. The strong rating of performance tasks is particularly relevant to English because language competence involves application, communication, and production rather than simple recall. The close scores also suggest that teachers do not rely exclusively on one form of assessment.

Administrative and supervisory support

Administrative support from school heads was rated Very Effective, with an average weighted mean of 4.30. The strongest area was providing opportunities for teachers to grow professionally and supporting newer teachers, which received 4.35. Ensuring access to needed instructional resources followed closely at 4.34, while emotional and moral support received 4.33.

Supervisory support was rated even higher, with an overall weighted mean of 4.35, also interpreted as Very Effective. Regular classroom observation obtained the highest rating at 4.40, followed by access to professional development at 4.38 and a supportive and collaborative school culture at 4.36.

These findings point to a strong support structure within the district. Classroom observation, feedback, professional development, and collaboration appear to be important features of instructional supervision. The results also suggest that school heads are viewed not merely as administrators but as instructional supporters.

Setbacks in teaching English 5

Despite the generally favorable findings, teachers still encountered several difficulties. The overall weighted mean for setbacks was 2.67, interpreted as Moderately Difficult. Curriculum-related concerns ranked highest at 2.77, followed by large or crowded classes at 2.75 and lack of resources at 2.73. Insufficient modern equipment and facilities received 2.70, while financial constraints for purchasing materials received 2.69.

The results suggest that the principal difficulties are structural rather than purely pedagogical. Teachers reported moderate difficulty associated with curriculum demands, class size, resources, facilities, and finances. These concerns can affect the amount of time and attention teachers can devote to individual learners.

Interestingly, limited access to English practice, learner attitudes, cultural differences, and vocabulary limitations received relatively lower difficulty ratings. This does not mean that these concerns are absent. Rather, they appear to be less difficult than the broader organizational and resource-related problems identified by the teachers.

Activities undertaken to address the setbacks

The activities used to address the identified difficulties were evaluated very positively. The overall weighted mean was 4.34, interpreted as Very Effective. The highest-rated activity was knowing students' backgrounds, with a weighted mean of 4.45. This was followed by using a variety of methods to engage learners at 4.42 and incorporating students' native languages while using technology at 4.40. Differentiating instruction and using multiple modalities, as well as strengthening mastery of the subject, both obtained 4.38.

The findings show that teachers respond to difficulties primarily through instructional adaptation. They adjust their methods, consider learners' backgrounds, use multiple modalities, incorporate learners' native languages, and employ visual aids and technology. Such responses suggest that teachers do not simply identify barriers; they actively modify classroom practice to manage them.

The findings present a generally positive picture of English 5 implementation in Tumauini North District. The MELCs were realized, with a grand weighted mean of 4.05. Teaching methods were effective at 4.17, while techniques, strategies, and approaches were rated Very Effective, with weighted means ranging from 4.25 to 4.29. Instructional materials were generally adequate at 3.42, although audio-visual resources were less adequate than print and visual materials. Their perceived instructional effect, however, remained very high at 4.28. Assessment tools were rated Very Effective at 4.33. Administrative and supervisory support likewise received high ratings of 4.30 and 4.35, respectively. The most important concern is the contrast between high instructional ratings and moderate implementation difficulties. Teachers rate their methods, strategies, materials, assessments, and school support highly, yet they continue to experience difficulties related to curriculum demands, class size, resources, facilities, and finances. This suggests that the teachers' effectiveness may be sustained partly through adaptation and professional commitment despite existing constraints.

The findings also reveal a possible priority for improvement. The fourth-quarter MELCs obtained the lowest quarterly mean at 3.94, while instructional materials received their lowest adequacy ratings in audio-visual resources. These areas may warrant closer monitoring and additional support. The district could therefore focus on strengthening resources and facilities while maintaining the instructional practices that teachers already consider effective.

Most importantly, the teachers' responses show that curriculum realization is not simply a matter of having prescribed competencies. It also depends on how teachers respond to learners, how they select and adapt instructional practices, and how school heads support

classroom work. The high rating of the activities used to address setbacks, particularly understanding students' backgrounds and varying instructional methods, reinforces this point. The study therefore suggests that sustained improvement in English 5 will require both teacher-level adaptability and school-level institutional support.

CONCLUSION

The study concludes that the teaching of English 5 in the district is generally effective despite the difficulties encountered by teachers. The teachers were able to implement the required competencies through varied methods, techniques, strategies, and approaches that promoted classroom interaction and learner participation. Their practices demonstrate that effective English teaching does not depend entirely on the availability of ideal conditions. It also depends on teachers' ability to adjust their instruction to the needs of their learners and the realities of their classrooms.

At the same time, the findings show that effective teaching is being carried out within conditions that still require improvement. Curriculum-related concerns, large or crowded classes, inadequate resources, insufficient modern equipment and facilities, financial limitations, overlapping school activities, and students' reading difficulties continue to affect the teaching of English. Limited access to IT equipment is particularly significant because teachers cannot consistently use technology-supported activities when available equipment is insufficient. These conditions indicate that teachers' resourcefulness should not be viewed as a substitute for adequate institutional support.

The study further concludes that professional development remains an important area for improvement. Teachers need regular opportunities to participate in relevant training, seminars, and workshops that can strengthen their knowledge and skills in English instruction, classroom management, differentiated instruction, assessment, and technology integration. School administrators should therefore prioritize continuing professional development and provide the facilities and resources necessary to make such activities meaningful and sustained.

Despite these constraints, the teachers demonstrated dedication, creativity, and resourcefulness. They used available materials, online resources, visual aids, interactive activities, and varied teaching approaches to maintain learner participation. Their use of activity-based learning, peer mentoring, differentiated instruction, and other learner-centered practices suggests that teachers are capable of responding constructively to differences in learners' abilities and language needs. Activity-based instruction is particularly promising because it provides opportunities for communication and collaboration. This is consistent with Suttanon's (2018) finding that activity-based lessons can improve learners' speaking ability.

The findings also establish that classroom management is closely connected with effective English instruction. Lesson preparation, clear instructions, classroom monitoring, teacher presence, appropriate correction, motivational activities, and interactive learning contribute to a classroom environment in which learners can participate more confidently. Teachers should therefore continue to employ varied and multisensory strategies while strengthening differentiated instruction and the purposeful integration of technology. Regular feedback and encouragement should likewise be provided, particularly to learners who experience difficulty in English, because these practices can support their confidence, motivation, and continued participation.

The successful teaching of English, however, cannot rest on teachers alone. School administrators need to provide adequate instructional materials, IT equipment, and facilities while maintaining effective administrative and supervisory support. Parents should also work closely with teachers by sharing relevant information about their children's learning needs and

providing support at home. Students, in turn, should participate actively in learning and appreciate the efforts of teachers who work within resource limitations.

In general, the study concludes that the effective realization of English 5 is possible when competent and committed teachers are supported by responsive school leadership, adequate resources, relevant professional development, and active cooperation among teachers, learners, parents, and school administrators. The findings point to the need not simply for more resources, but for better alignment among curriculum demands, teacher preparation, instructional resources, classroom practices, and institutional support. Strengthening these areas can make English instruction more responsive, engaging, and effective.

Future researchers may build on these findings by examining teachers who are assigned to teach English outside their areas of specialization. Such research may provide further evidence on the challenges they encounter, the strategies they develop, and the support they need to improve their teaching practice.

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